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# THE INFORMANT

An interdisciplinary newsletter distributed by the Department of Linguistics at Western Michigan University to provide information about developments in linguistics to students, staff, and friends in the field.

## ASPECTS OF TIBETAN PHONOLOGY<sup>1</sup>

Ngawang Thondup Narkyid  
Visiting Tibetan Scholar  
Western Michigan University

The Tibetan Language. Tibetan is the major language of Tibet. The five main dialects of Tibetan are defined geographically as shown on the map on page 2. There are a number of variants, but the standard reading pronunciation is uniform throughout the country. Taken together, the common features of the dialects and variants form the Tibetan language, an abstract entity from which the rules in this paper are derived. The Tibetan language is not only used in Tibet itself, but some of its dialects are spoken or written also in Ladakh, Northern Nepal, Sikkim, Bhutan, and Northern and Northeastern India.<sup>2</sup> (See map.) The number of Tibetan speakers is about seven million, including Ladakhis, Sharpas, Sikkimese, Bhutanese, and Monpas.

The Aim and Scope. This paper has two main purposes. The first is to provide students of the Tibetan language with information about some of the essential phonological rules which make the language interesting to study. The second is to create a starting point from which linguists can make deeper and broader investigation into the dialects of Tibetan. Most of the phonological phenomena described here are present in all five major Tibetan dialects. The rules treated were chosen for their prominence in the dialects and their importance to the language learner and linguist. No attempt has been made to provide a phonemic analysis of a particular Tibetan dialect, and no claims are implied as to the phonemic status of the sounds described. Some of the rules are morphophonemic; others are purely phonological or even historical. They are all important to people working with the language.

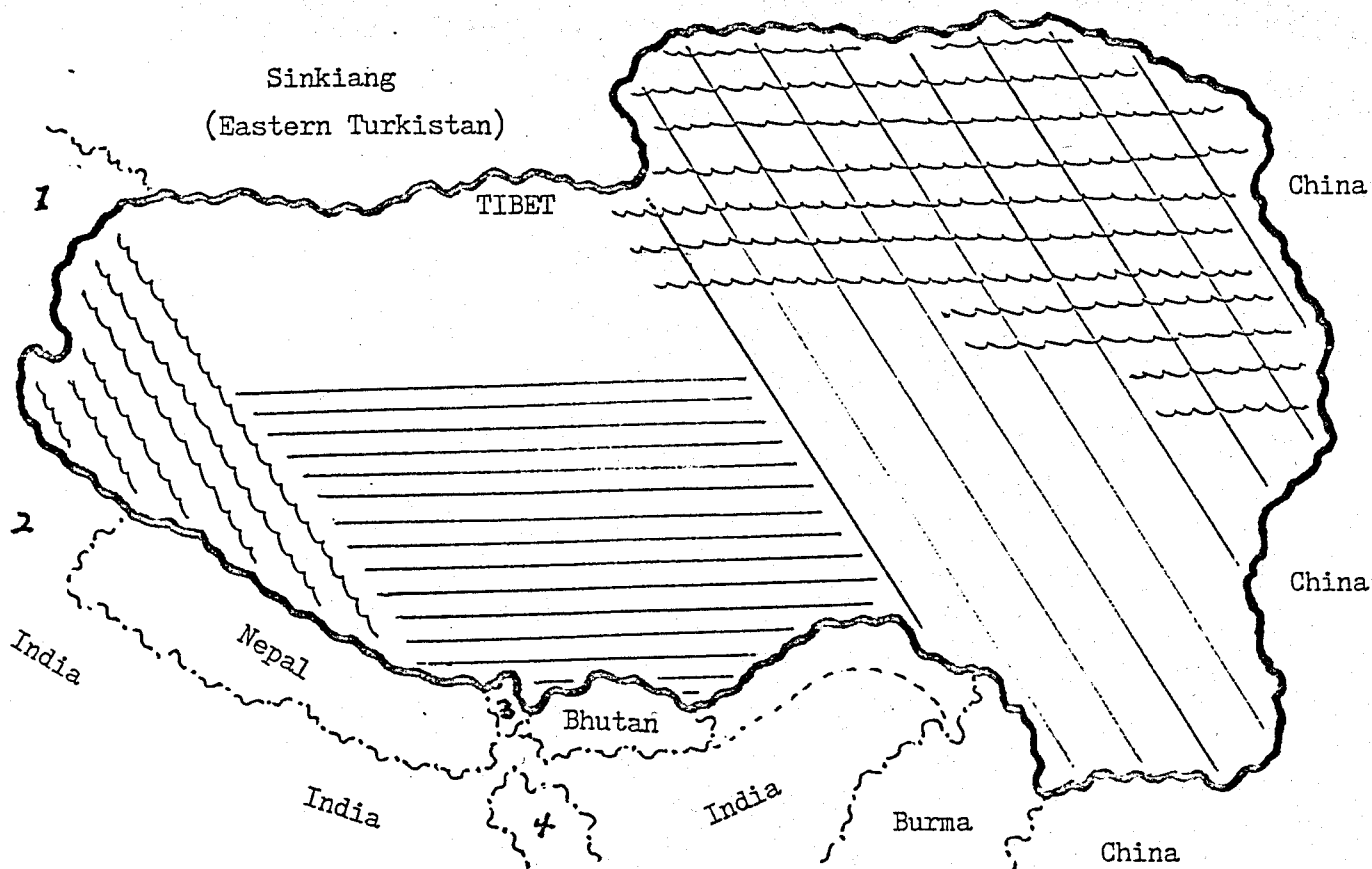
The Sources. This study is based primarily on my experience of about twenty years teaching the Tibetan language, working for the Tibetan government, meeting and interviewing many Tibetan people--in and out of Tibet--and recording their speech, and reading numerous books about the Tibetan language by both Tibetans and non-Tibetans. (See Bibliography at end.)

<sup>1</sup>It is a true pleasure to express my appreciation to those who helped me in this study. I am very grateful to all of my linguistics teachers who have given me encouragement. Dr. Robert Palmatier, Chairman, Department of Linguistics, guided me with great patience and gave me valuable suggestions for this paper. Professor D.P.S. Dwarikesh, my immediate supervisor, has been very close to me and has supervised my study and work. In short, I consider Dr. Dwarikesh as my Guru. Mr. Robert Dlouhy and Mrs. Carrie Dlouhy have given me very thoughtful and generous help. Finally, I would like to thank Ms. Lisa LeBlanc, Secretary, Department of Linguistics, for her very kind and prompt assistance.

<sup>2</sup>The author's own dialect is the central one, which includes the dialect of Lhasa, the capital and cultural center of the Tibet nation. For this reason, and because it is the most widely used dialect, the Lhasa dialect is the source of most of the examples in this paper.

# DIALECTS OF THE TIBETAN LANGUAGE

Map showing the five main dialects of the Tibetan language



## DIALECTS:

	/tö-kä?/		/hör-kä?/		/ü-kä?/		/k'am-kä?/		/am-Ndö:-kä?/
Western		Northern		Central		Eastern		North-eastern	

There are also various sub-dialects within each of these five main dialects, but there is only one Tibetan language for the whole country of Tibet.

Any one of these dialects (and the Tibetan script) can also be used in Ladakh, Northern Nepal, Sikkim, Bhutan, and Northern and North-eastern India.

<sup>1</sup>(Kashmir)    <sup>2</sup>(Ladakh)    <sup>3</sup>(Sikkim)    <sup>4</sup>BANGLADESH

I. THE CONSONANT SOUNDS

Features (part 1)	BILABIAL	ALVEOLAR	ALVEO-PALATAL
STOP	p p'	t t'	t* t'
	b Nb	d Nd	ɖ* Nɖ
FRICATIVE		s	
AFFRICATE		ts ts'	
		dz Ndz	
NASAL	m	n	
LIQUID		l	
GLIDE	w		

## SYMBOLS

An apostrophe  
(') is used  
to indicate  
aspiration.

'N' = prenasalized

'H' = preaspirated

'y' = palatalized

Features (part 2)	PALATAL	PALATO-VELAR	VELAR	GLOTTAL
STOP		ky ky'	k k'	ʔ
		gy Ngy	g Ng	
FRICATIVE	sh*			h
AFFRICATE	ch* ch'			
	j* Nj			
NASAL	ny*		ng*	
LIQUID	Hr			
	r			
GLIDE	Hy			
	y			

## \*SYMBOLS

t = t̥

ɖ = ɖ̥

sh = š

ch = č

j = j̥

ny = ñ

ng = ŋ

NOTE: The dotted line separates pairs of consonants which differ primarily in their value of the voicing feature: - voiced above the line; + voiced below the line.

II. THE VOWEL SOUNDS

5 basic and 5 (derived) short vowels

	FRONT		CENTRAL	BACK
	unrounded	rounded	unrounded	rounded
HIGH	i	(u)		u
UPPER MID	e	(ø)	(ɛ)*	o
LOWER MID	(ɜ)*			(ɔ)*
LOW			a	

9 derived long vowels

	FRONT		CENTRAL	BACK
	unrounded	rounded	unrounded	rounded
HIGH	i:	u:		u:
UPPER MID	e:	ø:		o:
LOWER MID	ɜ:			ɔ:
LOW			a:	

10 derived long diphthongs

	FRONT	CENTRAL	BACK
HIGH-INITIAL	iu: io: iɜ:		uɔ:
MID-INITIAL	eu: eo: eɜ:	ɛu:	oɔ:
LOW-INITIAL		ao:	

\*SYMBOLS

ɛ = e

ɔ = o

ɜ = ɛ

### III. CONTRASTIVE PAIRS OF BASIC CONSONANT SOUNDS

#### OBSTRUENTS

##### (Stops)

/p/	[pag-pa] <sup>1</sup>	པག་པ་ (པགས་པ་)	'skin'
/p'/	[p'ag-pa]	པག་པ་	'pig'
/b/	[bag-pa]	པྱག་པ་	'card player'
/Nb/	[Nbag-pa]	འབག་པ་	'mask dancer'
/t/	[ta]	ཏ་	'horse'
/t'/	[t'a]	ཏ་མཐའ་	'edge'
/d/	[da]	རྩ་ (འརྩ་)	'signal'
/Nd/	[Nda]	མདའ་	'arrow'
/ʈ/	[ʈa]	ཏྲ་	'hair'
/ʈ'/	[ʈ'a]	ཏྲ་	'hawk, falcon'
/ɖ/	[ɖa]	ཏྲ་	'sound, voice, pronunciation'
/Nɖ/	[Nɖa]	འཕྲ་	'copy, similar, like'
/ky/	[kyur]	མུར་	'throw'
/ky'/	[ky'ur]	མུར་	'desert'
/gy/	[gyur]	ཏྲ་	'translate' (transitive verb)
/Ngy/	[Ngyur]	ཏྲ་	'translate' (intransitive verb)
/k/	[ko]	མ་	'to carve'
/k'/	[k'o]	མ་	'he' (non-honorific)
/g/	[go]	མ་	'door'
/Ng/	[Ngo]	མག་	'head'

##### (Fricatives)

/s/	[sòg-pa]	སོག་པ་	'shoulder blade'
/sh/	[shòg-pa]	ཤོག་པ་ (གཤོག་པ་)	'wings'
/s/	[sam-pa]	འཇམ་པ་	'thought'
/h/	[ham-pa]	མཐ་པ་	'lie, falsehood'

##### (Affricates)

/ts/	[tsa]	ཏ་	'vein'
/ts'/	[ts'a]	ཏ་	'salt'
/dz/	[dza]	རྩ་	'clay'
/Ndz/	[Ndza]	འརྩ་	'fee charge for a money order'
/ch/	[chim-pa]	གཟིན་པ་	'urine'
/ch'/	[ch'im-pa]	མཆིན་པ་	'liver'
/j/	[jim-pa]	ལྷིན་པ་	'gift, offering'
/Nj/	[Njim-pa]	འཛིན་པ་	'mud'

<sup>1</sup>I have followed the Tibetan convention of separating syllables with a hyphen.

# RESONANTS (Nasals)

/m/	[mag-pa]	མག་པ་	'groom' (husband)
/n/	[nag-pa]	ནག་པ་	'name for a star'
/n/	[na-ro]	ན་རོ་	'name for the vowel sign o'
/ny/	[nya-ro]	ཉ་རོ་	'dead fish'
/ny/	[nyo]	ཉོ་	'to buy'
/m/	[mo]	མོ་	'she, female' (non-honorific)
/ng/	[nga]	ང་	'I'
/n/	[na]	ན་	'if, ill'
/ng/	[ngā:]	ངཱ་	'my, mine'
/ny/	[nyā:]	ཉཱ་	'of fish'
/ng/	[nga-ts'o]	ང་ཙོ་	'we'
/m/	[ma-ts'o]	མ་ཙོ་	'those down there'

## (Liquids)

/l/	[la]	ལ་	'to, at, on, and pass'
/r/	[ra]	ར་	'gout'
/Hl/	[Hlo]	ལྷོ་ (ལྷོ་)	'south'
/l/	[lo]	ལོ་	'year, age'
/Hr/	[Hrāng-Hrā:]	རྩང་རྩང་	'bachelor'
/r/	[rāng-rā:]	རང་རང་	'each, self' (human)
/Hl/	[Hlug-Hlu?]	ལྷུག་ལྷུག་ (ལྷུག་ལྷུག་)	'loosely (dressed)'
/Hr/	[Hrug-Hru?]	ལྷུག་ལྷུག་	'a bundle of small things'

## (Glides)

/y/	[yʊʔ]	ཡོད་	'have' (first person)
/w/	[wʊʔ]	ཡོད་	'shine'
/Hy/	[Hyāng-Hyā:]	ལྷང་ལྷང་	'light' (weight)
/y/	[yāng-yā:]	ཡང་ཡང་	'often, again and again'

## IV. CONTRASTIVE PAIRS OF VOWEL SOUNDS<sup>1</sup>

### A. SHORT VOWELS

Basic vowels:

/i/	[ts'i]	ཅི་	'sticky, gummy'
/u/	[ts'u]	ཅུ་	'to command a dog'
/e/	[ts'e]	ཅེ་	'life'
/o/	[ts'o]	ཅོ་	'a particle for plural'
/a/	[ts'a]	ཅཱ་	'salt'

<sup>1</sup>There are no contrastive pairs for diphthongs.



(Derived):

/ʉ/	[ts'ʉʔ]	ཅུ་ཅུ་	'to be included'
/ʊ/	[ts'ʊʔ]	ཅུ་ཅུ་	'color'
/ʌ/	[ts'ʌʔ]	ཅུ་ཅུ་	'measurement'
/ɛ/	[ts'ɛ-k'u]	ཅུ་ཅུ་	'salty'
/ɔ/	[ts'ɔʔ]	ཅུ་ཅུ་	'assemblage'

## B. LONG VOWELS

(Derived):

/i:/	[ri:]	རི་	'fall down'
/ü:/	[rü:]	རུ་	'to rot'
/ʉ:/	[kʉ:]	ཅུ་	'to excite'
/u:/	[ku:]	ཅུ་	'to send' (through a person)
/e:/	[te:]	ཅུ་	'to give' (a gift)
/ɔ:/	[tɔ:]	ཅུ་	'to destroy'
/ʊ:/	[nyʊ:]	ཅུ་	'to lie down, to sleep' (imper.)
/ʌ:/	[nyʌ:]	ཅུ་	'to lie down, to sleep'
/ɔ:/	[nyɔ:]	ཅུ་	'to keep care of' (imper.)
/a:/	[nya:]	ཅུ་	'to keep care of'
/ʌ:/	[rʌ:]	རུ་	'torn'
/ʊ:/	[rʊ:]	རུ་	'corpse's'

## V. PHONOLOGICAL RULES FOR CONSONANT SOUNDS

### A. /b/ BECOMES /w/

The initial segment /b/ of the word-final syllable becomes /w/ when it occurs immediately before the final vowels /o/ or /a/.

$$\text{RULE 1: } b \rightarrow w / V - \left\{ \begin{matrix} o \\ a \end{matrix} \right\} \#$$

E.g.:	<u>Underlying</u>	<u>Derived</u>	<u>Meaning</u>
	/ri-bo/	[ri-wo]	mountain
	/k'u-ba/	[k'u-wa]	liquid, soup, juice
	/je-bo/	[je-wo]	lord, master
	/ko-ba/	[ko-wa]	leather, skin-boat
	/pa-bo/	[pa-wo]	hero

### B. /h/<sup>1</sup> BECOMES /w/

The segment /h/ becomes /w/ when it occurs immediately before the vowels /u/ or /o/.

$$\text{RULE 2: } h \rightarrow w / - \left\{ \begin{matrix} u \\ o \end{matrix} \right\}$$

<sup>1</sup>The underlying /h/ indicates that the syllable is pronounced with a low tone. The Tibetan orthographic system is a syllabary based upon the syllable-initial consonant. The basic vowels are marked by diacritics, while the derived vowels are obtained by orthographic conditioning. Since tone bears some relation to the preceding consonant, tones are indicated by using different consonant characters; hence, in my transcription system, the consonants are marked for the tone of the following vowel.



E.g.:	<u>Underlying</u>	<u>Derived</u>	<u>Meaning</u>
	/hug-pa/	[wug-pa]	owl
	/ho-ma/	[wo-ma]	milk
	/si-hu/	[si-wu]	cherry
	/ta-hu/	[tə-wu]	duty-horse
	/Nde-hu/	[Nde-wu]	bullet
	/nga-ho/	[ngá-wo]	I am

C. /w/ BECOMES /ng/ or /r/

The initial segment /w/ of the word-final syllable becomes /ng/ or /r/ respectively when it occurs immediately after the syllable-final segments /ng/ or /r/, while preceding vowel /a/ in a comparative adjective word or a dictionary form verb. (Ordered after Rule 1.)

$$\text{RULE 3: } w \rightarrow \begin{bmatrix} \text{ng} \\ \text{r} \end{bmatrix} / \begin{bmatrix} \text{ng} \\ \text{r} \end{bmatrix} - a \#$$

E.g.:	<u>Underlying</u>	<u>Derived</u> (R. 1)	<u>Derived</u> (R. 3)	<u>Meaning</u>
	/yang-ba/	[yáng-wa]	[yáng-nga]	lighter (weight)
	/yong-ba/	[yóng-wa]	[yóng-nga]	to come
	/kar-ba/	[kár-wa]	[kár-ra]	whiter
	/kur-ba/	[kúr-wa]	[kúr-ra]	to send

D. /p/ BECOMES /g/

The initial segment /p/ of the word-final syllable becomes /g/ when it occurs immediately after the syllable-final segment /g/ and immediately before the vowels /o/ or /a/, or after the syllable-final segment /ng/ and preceding vowel /o/.

$$\text{RULE 4: } p \rightarrow g / \left\{ \begin{array}{l} g - \{o\} \\ \text{ng} - o \end{array} \right\} \#$$

E.g.:	<u>Underlying</u>	<u>Derived</u>	<u>Meaning</u>
	/yag-po/	[yag-go]	good
	/yag-pa/	[yág-ga]	better
	/yang-po/	[yang-go]	light (weight)
	/tsang-po/	[tsang-go]	big river

E. /d/ /s/ /g/ BECOME GLOTTAL STOPS

The word-final segments /d/ /s/ /g/ become glottal stops /ʔ/ when they occur immediately after a vowel. (Ordered after Rule 9 or 13.)

$$\text{RULE 5: } \left\{ \begin{array}{l} d \\ s \\ g \end{array} \right\} \rightarrow ? / V - \#$$

E.g.:	<u>Underlying</u>	<u>Derived</u> <sup>1</sup>	<u>Meaning</u>
	/ts'ud/	[ts'ʉʔ]	to be included
	/ts'ad/	[ts'ʰʔ]	measurement
	/ts'es/	[ts'eʔ]	date

<sup>1</sup>See vowel rules 9 and 13 for the vowel changes.

/ts'os/	[ts'oʔ]	color
/ts'og/	[ts'ɔʔ]	assemblage
/ts'ag/	[ts'aʔ]	dot (.)

#### F. DELETION RULE FOR LIQUIDS AND /hi/

The final segment /l/ /r/ and the open syllable for possessive case /hi/ are dropped after an immediately preceding long vowel. (Ordered after Rules 9, 13, and 15.)

$$\text{RULE 6: } \left\{ \begin{array}{c} l \\ r \\ \underline{hi} \end{array} \right\} \rightarrow \emptyset / V: -$$

E.g.:	<u>Underlying</u>	<u>Derived</u> <sup>1</sup>	<u>Meaning</u>
	/ril/	[ri:]	to fall down
	/ril-bu/	[ri:-bu]	pill
	/rul/	[rɯ:]	to rot
	/rul-pa/	[rɯ:-pa]	rotted
	/shor/	[shó:]	to lose (to be defeated)
	/gor-mo/	[gó:-mo]	silver coin (as dollar)
	/shar/	[sha:]	east
	/sar-pa/	[sa:-pa]	new
	/su-hi/	[sɯ:]	whose
	/mɔ̃-hi	[mɔ̃:]	her, hers

#### G. DELETION RULE FOR NASALS

The word-final segments /m/ /n/ /ng/ are dropped after an immediately preceding long nasalized vowel. (Ordered after Rules 17 and 18.)

$$\text{RULE 7: } \left\{ \begin{array}{c} m \\ n \\ ng \end{array} \right\} \rightarrow \emptyset / \tilde{V}: - \#$$

E.g.:	<u>Underlying</u>	<u>Derived</u> <sup>2</sup>	<u>Meaning</u>
	/dum-dum/	[dũm-dũ:]	shortness
	/ch'ab-som/	[ch'éb-sõ:]	a covered bucket for water
	/dun/	[dũ:]	seven
	/yon-tan/	[yõn-tã:]	knowledge
	/k'ong/	[k'õ:]	he, she (honorific)
	/kong-kong/	[kõng-kõ:]	hollow

#### H. DELETION RULE FOR /w/ IN FAST SPEECH

The word-final segment /w/ is dropped in fast speech when it occurs intervocally before the final vowels /u/ /o/ or /a/. (Ordered before Rule 16.)

$$\text{RULE 8: } w \rightarrow \emptyset / V - \left\{ \begin{array}{c} u \\ o \\ a \end{array} \right\} \#$$

<sup>1</sup>See vowel rules 9, 13, and 15 for the vowel changes and lengthening.

<sup>2</sup>See vowel rules 17 and 18 for nasalization and lengthening.

E.g.:	<u>Underlying</u>	<u>Derived</u> (R. 1, 2)	<u>Derived</u> (R. 8) <sup>1</sup>	<u>Meaning</u>
	/si-hu/	[si-wu]	*[si-u]	cherry
	/Nde-hu/	[Nde-wu]	*[Nde-u]	bullet
	/ri-bo/	[ri-wo]	*[ri-o]	mountain
	/ch'u-bo/	[ch'u-wo]	*[ch'u-o]	river
	/k'u-ba/	[k'u-wa]	*[k'u-a] <sup>2</sup>	liquid, soup, juice
	/ko-ba/	[ko-wa]	*[ko-a] <sup>3</sup>	leather, skin-boat

## VI. PHONOLOGICAL RULES FOR VOWEL SOUNDS

### A. THE DERIVED<sup>4</sup> SHORT VOWELS /ɯ/ /ʊ/ /ɤ/

The vowels /u/ /o/ /a/ become /ɯ/ /ʊ/ /ɤ/ respectively when they occur immediately before the syllable-final segments /d/ /s/ /n/ /l/ or the open syllable for possessive case, /hi/. (Ordered before Rules 5, 6, and 7.)

$$\text{RULE 9: } \begin{bmatrix} u \\ o \\ a \end{bmatrix} \rightarrow \begin{bmatrix} \text{ɯ} \\ \text{ʊ} \\ \text{ɤ} \end{bmatrix} / - \left\{ \begin{array}{c} d \\ s \\ n \\ l \\ \text{hi} \end{array} \right\}$$

E.g.:	<u>Underlying</u>	<u>Derived</u>	<u>Meaning</u>
	/ts'ud/	[ts'ɯd]	to be included
	/ts'os/	[ts'ʊs]	color
	/ts'an/	[ts'ɤn]	name (honorific)
	/ts'ol/	[ts'ʊl]	to search
	/ts'ohi/	[ts'ɤhi]	of the lake

### B. THE DERIVED SHORT VOWEL /ɛ/

1. The vowel /a/ becomes /ɛ/ when it occurs immediately before the syllable-final segment /b/.

$$\text{RULE 10: } a \rightarrow \text{ɛ} / - b$$

E.g.:	<u>Underlying</u>	<u>Derived</u>	<u>Meaning</u>
	/rab/	[réb]	best
	/hab-ch'i/	[héb-ch'i]	sneeze

2. The vowel /a/ becomes /ɛ/ when it occurs immediately before a syllable containing vowel /ɛ/. (The last segment of the final syllable must be /b/ in this case.)

$$\text{RULE 11: } a \rightarrow \text{ɛ} / - C(C)\text{ɛ}b \#$$

<sup>1</sup>An asterisk (\*) at the left of a form signifies that the form is "unpronounceable." See Rule 16 and "Diphthongs" for these particular examples.

<sup>2, 3</sup>For phonological change, see Rule 14.

<sup>4</sup>The "derived" vowels are produced by rules which I believe describe sound changes in the phonological system over time. The derived vowels should not be thought of as allophones of the basic vowels.

E.g.:	<u>Underlying</u>	<u>Derived</u>	<u>Meaning</u>
	/a-rab/	[è-réb]	Arab (country)
	/ya-rab/	[yè-réb]	well-mannered
	/chag-t'ab/	[chèg-t'éb]	iron stove

3. The vowel /a/ becomes /è/ when it occurs before or after the vowels /i/ or /u/ in an adjacent syllable.

$$\text{RULE 12: } a \rightarrow \text{è} / \left\{ \begin{array}{l} -C \left\{ \begin{array}{l} i \\ u \end{array} \right\} \\ \left\{ \begin{array}{l} i \\ u \end{array} \right\} C- \end{array} \right\}$$

E.g.:	<u>Underlying</u>	<u>Derived</u>	<u>Meaning</u>
	/p'a-gi/	[p'è-gi]	over there
	/a-k'u/	[è-k'u]	paternal uncle
	/ig-ka/	[ig-ké]	hiccup
	/nu-ma/	[nu-mé]	bosom, breasts

#### C. THE DERIVED SHORT VOWEL /ò/

1. The vowel /o/ becomes /ò/ when it occurs immediately before the syllable-final segments /g/ or /r/. (Ordered before Rules 5 and 15.)

$$\text{RULE 13: } o \rightarrow \text{ò} / \left\{ \begin{array}{l} g \\ r \end{array} \right\}$$

E.g.:	<u>Underlying</u>	<u>Derived</u>	<u>Meaning</u>
	/og-ma/	[òg-ma]	chin
	/dog-dog/	[dòg-dòg]	lump
	/or-pa/	[òr-pa]	rain spout
	/gor-gor/	[gòr-gòr]	round

2. The word-final vowel /a/ becomes /ò/ when it occurs immediately after the vowels /u/ or /o/. (Ordered after Rules 1 and 8.)

$$\text{RULE 14: } a \rightarrow \text{ò} / \left\{ \begin{array}{l} u \\ o \end{array} \right\} - \#$$

E.g.:	<u>Underlying</u>	<u>Derived</u> (R. 1)	<u>Derived</u> (R. 8)	<u>Derived</u> (R. 14)	<u>Meaning</u>
	/k'u-ba/	[k'u-wa]	*[k'u-a]	*[k'uò]	liquid
	/ko-ba/	[ko-wa]	*[ko-a]	*[koò]	leather

#### D. LENGTHENING OF SHORT VOWELS

1. All basic and derived short vowels, except the central vowel /è/, become long when they occur immediately before the syllable-final segments /l/ /r/ or the open syllable for possessive case /hi/. (The consonant is then deleted by Rule 6.)

$$\text{RULE 15: } V \rightarrow V: / - \left\{ \begin{array}{l} l \\ r \\ \underline{hi} \end{array} \right\}$$

E.g.:	<u>Underlying</u>	<u>Derived</u> (R. 15)	<u>Derived</u> (R. 6)	<u>Meaning</u>
	/ril/	*[ri:l]	[ri:]	fall down

/sal-po/	*[sɬ:l-po] <sup>1</sup>	[sɬ:-po]	clear
/mar/	*[ma:r]	[ma:]	downward, butter
/sar-pa/	*[sa:r-pa]	[sa:-pa]	new
/su-hi/	*[sɬ:-hi]	[sɬ:]	whose
/mo-hi/	*[mɔ:-hi]	[mɔ:]	her, hers

2. The word-final vowel lengthens when it occurs after another vowel. (Ordered after Rules 1, 2, and 8.)

RULE 16:  $V \rightarrow V: / V - \#$

E.g.:	Underlying	Derived (R. 1, 2)	Derived (R. 8)	Derived (R. 16)	Meaning
	/ri-bo/	[ri-wo]	*[ri-o]	[rio:]	mountain
	/ch'u-bo/	[ch'u-wo]	*[ch'u-o]	[ch'uo:]	river
	/ta-hu/	[tɛ-wu]	*[tɛ-u]	[tɛu:]	duty-horse
	/Nde-hu/	[Nde-wu]	*[Nde-u]	[Ndeu:]	bullet
	/ka-ba/	[ka-wa]	*[ka-a]	[k(a)a:]	pillar

#### E. NASALIZATION

1. A vowel becomes nasalized when it occurs immediately before the syllable-final segments /m/ /n/ or /ng/. (Ordered before Rules 7 and 18.)

RULE 17:  $V \rightarrow \tilde{V} / - \left\{ \begin{matrix} m \\ n \\ ng \end{matrix} \right\}$

E.g.:	Underlying	Derived	Meaning
	/gam/	[gã̃m] <sub>2</sub>	box
	/dun/	[dũ̃n] <sub>2</sub>	seven
	/k'ong/	[k'õ̃ng]	he, she (honorific)

2. All nasalized vowels become long when they occur in word-final position before /m/ /n/ or /ng/. (Ordered after Rules 17 and 7.)

RULE 18:  $\tilde{V} \rightarrow \tilde{V}: / - \left\{ \begin{matrix} m \\ n \\ ng \end{matrix} \right\} \#$

E.g.:	Underlying	Derived (R. 17)	Derived (R. 18)	Derived (R. 7)	Meaning
	/dum-dum/	[dũ̃m-dũ̃m]	[dũ̃m-dũ̃:m]	[dũ̃m-dũ̃:] <sup>3</sup>	shortness
	/dun/	[dũ̃n]	[dũ̃:n]	[dũ̃:]	seven
	/k'ong/	[k'õ̃ng]	[k'õ̃:ng]	[k'õ̃:]	he, she (honorific)
	/ch'ab-som/	[ch'ɛ̃b-sõ̃m]	[ch'ɛ̃b-sõ̃:m]	[ch'ɛ̃b-sõ̃:]	water barrel

<sup>1</sup>See vowel Rule 9 for the vowel changes.

<sup>2</sup>See vowel Rule 1 for the vowel change.

<sup>3</sup>The word-final nasal segment /m/ is dropped when the final segment of the initial syllable is an identical /m/ or /b/. In other cases, the /m/ is not dropped in word-final position.

## F. THE DIPHTHONGS

All diphthongs are derived through the /w/ deletion between two unidentical vowels as shown in Rules 8 and 14. (Ordered after Rules 1 or 2 and before Rule 16.)

E.g.:	<u>Underlying</u>	<u>Derived</u> (R. 1, 2)	<u>Derived</u> (R. 8, 14)	<u>Derived</u> (R. 16)	<u>Meaning</u>
	/si-hu/	[si-wu]	*[si-u]	[siu:]	cherry
	/ri-bo/	[ri-wo]	*[ri-o]	[rio:]	mountain
	/ch'u-bo/	[ch'u-wo]	*[ch'u-o]	[ch'uo:]	river
	/k'u-ba/	[k'u-wa]	*[k'u-ó]	[k'uó:]	liquid, soup, juice
	/ta-hu/	[té-wu]	*[té-u]	[téu:]	duty-horse
	/Nde-hu/	[Nde-wu]	*[Nde-u]	[Ndeu:]	bullet
	/je-bo/	[je-wo]	*[je-o]	[jeo:]	lord, master
	/ko-ba/	[ko-wa]	*[ko-ó]	[koó:]	leather, skin-boat
	/pa-bo/	[pa-wo]	*[pa-o]	[pao:]	hero
	/ge-ho/	[gé-wo]	*[gé-o]	[géó:]	good luck

## VII. BIBLIOGRAPHY

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NEW PROGRAM STUDENTS IN LINGUISTICS  
(since March 1)

New Undergraduate Majors (24)

\*Lise Black  
 \*Jimena Caicedo  
 \*Francis Diaz  
 \*Kimberly Drummey  
   David Easlick  
   Eileen Eckerle  
 \*Lee Elliott  
   Yoshiko Hasumi  
 \*Donna Heddle  
   Kunie Imai  
   Chris Izzard  
 \*Juliette Jeffries  
 \*Angela Jeantet  
   Judy Kirk  
 \*Linda Klein  
   Merle Lau (Prov. Cert.)  
 \*Beverley Leung  
 \*Bridget Marshall  
   Charles McGrath  
 \*Michael Moore  
 \*Sheri Ritchie  
 \*Donna Smith  
 \*Patricia Vanderpool  
 \*Amev Wipperfurth

\* = Not yet counseled.  
   See Chairman.

New Undergraduate Minors (4)

Jill Baskins (French major)  
 Tony Boggio (English major)  
 Barbara Cain (Ele. Ed.)  
 Sue Desposato (Spanish major)

New Critical Language Minors (6)

David Easlick (Chinese)  
 Peggy Houston (Arabic)  
 Chris Izzard (Port.)  
 Ted Keiser (Arabic)  
 Johnathon Leader (Hebrew)  
 Denny Monroe (Chinese)

\*\*New Graduate Majors (6)

Reza Assadi (M.A. in English)  
 Merle Lau (B.A. in Chinese)  
 Lisa LeBlanc (B.A. in French)  
 Sue Mastenbrook (B.A. in Spanish)  
 John Ter Avest (B.S. in Engineer.)  
 Ngawang Thondup Narkyid (Tibet)

**\*\*and welcome back:**

Ruth Doezeema, Sara Harding,  
 Larry Mickle, Jerry Morton

RECENT GRADUATES

April 1977

Phyllis Hoffeecker (minor, summa cum laude, Language Department Honors)  
Lydia Jay (major)  
Leslie Lance (minor)  
Mary Ann Lord (minor)  
Everyl Yankee (graduate major, MA-TCC)  
Jolene Jackson ('74 minor--an MA in Counseling and Personnel)  
Toni Garvey ('75 minor--an MLS degree)

August 1977

Donald Agne (major and critical language minor in Vietnamese)  
Diedre Culhane (major)  
Leslie Lee (minor)  
Beth Stoddard (major)  
Wendy Risk (graduate major, MA-TCC)  
Wayne Vanderwier ('73 minor--an MA in Speech Pathology)  
Anne Ware ('73 minor--an MA in English)



Caroline VanAntwerp (major '72, graduate major, MA-TCC '76) is working on a second M.A., in Linguistics, at Penn State. Her husband, Fred, is a professional librarian in the Reference Department there and is also working on an M.A. (in Regional and Urban Planning).

Jolene Jackson (minor '74) participated in a Latin American Workshop in Brazil, Bolivia, Paraguay, and Uruguay from Sept. 22-Oct. 9 under a grant from AACRAO-NAFSA. Jolene has just been promoted to Assistant Director of the Office of International Student Services at WMU.

Pam Johnson (minor '75) is employed in the Intelligence Bureau of the Roseville, Michigan Police Department. She helped host six South American police officials in March 1976, serving as a Spanish-English interpreter for the Department. The U.S. Government is now considering her for future employment with one of their agencies.

Cecile Robinson (major, '75) received her M.P.A. from Western in 1976 and is now working in St. Joseph, Michigan for a three-county agency on aging. Her husband, Greg, is Stack Librarian at Waldo. They live in Watervliet and have a 14 month-old son, Duncan.

Frankie Wang (graduate major, MA-TCC, '75) visited the Department this past summer with his wife Geraldine and their young daughter Irene. Frankie and his family reside in Toronto, Canada, where he is employed by a distributor of a Montreal newspaper.

Faith Andrus (minor '76) is teaching Spanish and French at Newago High School and working on an M.A. in Bilingual Education at the University of Michigan. Last June she took a group of 15 of her students to Mexico for two weeks. She is, for all intents and purposes, the Head of the Language Department at Newago.

Karen Innes (graduate major, MA-TCC, '76) has been appointed Director of the St. Joseph Community Center of the Grand Rapids Public Schools. She is applying for the Ph.D. program in Sociology at WMU, hoping to specialize in Sociolinguistics. Her husband, Eduardo, stopped by to see us in September.

Armida Pearce (minor, '76) attended the Chicano/Latino Visitation Day at Western this fall with some of her students from the Migrant Education Program in the Kalamazoo Public Schools. Armida is married and has a little girl a little over a year old.

Peggy Houston (major and critical language minor, Arabic) spent last summer in Ireland and is now back at work as a member of the Dean's Student Advisory Committee in the College of A & S. Peggy was the Linguistics Department's nominee for Who's Who and for the Search Committee for a new Dean.

#### ONWARD AND UPWARD

The Linguistics Department has experienced growth in enrollments, credit hours, new majors, and total program students over last year. The total enrollment this Fall is up 11% over Fall 1976, and all of the areas have contributed: General Linguistics up 3%, English as a Second Language up 33%, Critical Languages up 2% (not counting faculty auditors). Credit hour production was up for Spring (50%), Summer, and Fall. This was especially good, considering that last year's total was higher than the year before--and, in fact, we were one of only two Humanities departments in the College of Arts and Sciences to show an increase. The number of new Linguistics majors this Fall (19) is the largest ever. It is larger than the numbers admitted to eight other departments in the College. The total number of program students has risen so fast and so high that we haven't been able to count them all. See our report in the Winter issue.

## FACULTY AND STAFF NEWS

Ms. Jennifer Beck has replaced Ms. Lisa LeBlanc as Secretary of the Department of Linguistics. Jenny took over on "strike day," August 29. Everything has been downhill since then. Jenny came to us from the Department of Modern and Classical Languages. Before that, she had completed a two-year secretarial program in the Business College. Jenny is from Avilla, Indiana, near Ft. Wayne. She likes to water ski, play tennis, attend football and basketball games, grow plants, buy clothes, and travel. She is tall, blond, single, and twenty-one. Lisa--who is short, brunette, single, and twenty-three--is now a Graduate Major in Linguistics (MA-TCC) and a part-time secretary in the English Department. She was our nominee for graduate student representative on the search committee for a new Dean of the College of Arts and Sciences. The Department will miss her and her beautiful posters. We wish Lisa and Jenny the best of luck in their new roles.

Dr. D.P.S. Dwarikesh, Associate Professor of Linguistics, spent the Spring and Summer sessions in India, where he was conducting research and overseeing the publication of his new book: The Historical Syntax of the Conjunctive Participial Phrase in Western Hindi (New Delhi: Phool Chand Ved Parkash, 1977, 307 pp.). Dwarikesh returned in time for the book to be displayed at Waldo Library during the Diamond Jubilee Festival. His research in India was in preparation for the editing of the poems of the Hindi poet Surdas (16th century), and he has submitted a sabbatical leave proposal for 1978-79 on this subject. Dr. Dwarikesh is currently supervising an undergraduate student, Ms. Jean Ogilvie, in a Russell H. Seibert Award research project on the preparation of a "Glossary of Indian Philosophical Terms." Dr. Dwarikesh continues as Critical Languages Supervisor, Critical Language Examiner, Chairman of the Policy Committee, Chairman of the Promotion Committee, etc., etc., in the Department of Linguistics.

Dr. Daniel P. Hendriksen, Associate Professor of Linguistics, was elected President of the Michigan Linguistic Society at the Annual Meeting of the MLS at Central Michigan University, Mt. Pleasant, on October 1. As president of the Society for 1977-78, he will chair the Executive Committee, oversee the work of the Publication Committee, and organize the Planning Committee for the next Annual Meeting at Oakland University, Rochester, in October 1978. Dr. Hendriksen is Director of the Career English Program, which is entering its third year of operation under his leadership. He is Faculty Senator, English as a Second Language Supervisor, Chairman of the Sabbatical Leave Committee, member of the Executive Committee, etc. of the Department of Linguistics. He was the Department's nominee for faculty representative from the Humanities to the search committee for a new Dean of A & S. Dr. Hendriksen intends to report on Thursday, Nov. 17 on his research into "Language and Humor."

Dr. Robert A. Palmatier, Professor and Chairman of the Department of Linguistics, served on the Doctoral Committee for the first Ph.D. student in Psychology from WMU, Dr. Norman Peterson. Dr. Peterson's oral defense of his dissertation, "The Development and Empirical Validation of a Concept Analysis Program to Teach the Concepts in B.F. Skinner's Verbal Behavior," was conducted before a large audience in the Student Center on August 5. Other members of the Committee were Mark Sundick, Howard Farris, and Jack Michael (Chairman), all of the Psychology Department. Dr. Palmatier's own published dissertation, A Descriptive Syntax of the Ormulum (The Hague: Mouton, 1969), and his Glossary for English Transformational Grammar (New York: Appleton, 1972) were displayed at Waldo Library during the Diamond Jubilee Festival. Dr. Palmatier attended the Michigan Linguistic Society meeting at Central Michigan University on October 1 and then traveled up to Eastport (near Charlevoix) to see Leslie Lee, who is preparing the Diamond Jubilee article for the Winter issue of The Informant.

Mrs. Ellen Chang, Part-time Instructor of Linguistics, will teach a section of Ling. 511, Methods of Teaching English as a Second Language or Dialect, in Grand Rapids

in the Winter semester. The class will meet in the evening, under the auspices of Western's Division of Continuing Education. Mrs. Chang entertained a visitor from Eastern Michigan University, Dr. Judith Johnson, on October 11. Dr. Johnson, a Professor of English at Eastern, was here on sabbatical to discuss the problems of teaching composition to foreign students. She has started an ESL Newsletter to serve as a clearinghouse for such problems, and she hopes to write a textbook on composition for ESL classes. Dr. Johnson visited the Career English Program, where Mrs. Chang also teaches, on the afternoon of her stay. Mr. Siameck Behdad, also a teacher in the CEP, was called on this Fall to teach an extra section of Ling. 111, Standard American English--Intermediate. He is the husband of Ms. Jolene Jackson, an alumna of the Department.

Mr. Robert J. Dlouhy, Part-time Instructor of Linguistics, was appointed Coordinator of the Language and Linguistics Forum, sponsored by the Department of Linguistics, in July, and he has already scheduled half a dozen lectures for the Fall and Winter semesters. (See notice elsewhere in this issue.) Mr. Dlouhy attended the Annual Meeting of the Michigan Linguistic Society in Mt. Pleasant on October 1; traveled to Michigan State University on October 12 to look over their Ph.D. program; attended the MITESOL meeting in Holland, Michigan on October 22; and served on a panel discussing "Teaching Pre-Career English in an Intensive English Program" at the regional NAFSA conference in Kalamazoo on October 27. Bob's wife, Carrie, who was a student in Introduction to Linguistics last summer, was invited by the Department of Health, Education, and Welfare to attend a conference on Library Services for the Adult Handicapped in Albany, New York the week of October 10-14. Carrie is Librarian at the State Technical Institute at Pine Lake.

Mrs. Lalita Muiznieks, Part-time Instructor of Linguistics, is teaching two-thirds time at Western and working full time on her Ph.D. in Linguistics at the University of Michigan. She already has a committee and a chairman for her dissertation work on Latvian poetry (probably birth and death poems), and she is conducting preliminary work on her prospectus now. Mrs. Muiznieks expects to complete her course work in April, take her comprehensive examinations in the Spring, and write her thesis next year. Last summer she taught Intermediate Latvian in the Latvian Studies Program at Western--for the eighth straight year--and studied Latvian Folk Poetry under Dr. Velta Ruke-Dravina, Visiting Professor from the University of Stockholm. Dr. Ruke-Dravina has given the Chairman a copy of her latest publication, The Standardization Process in Latvian: 16th Century to the Present (Acta Universitatis Stockholmiensis, Stockholm Slavic Studies 11; Uppsala, Sweden: Almqvist & Wiksell International, 1977). The last week of the Poetry class was taught by Dr. Valdis Zeps of the Department of Linguistics at the University of Wisconsin--Madison.

#### DEDICATION

This issue of THE INFORMANT is dedicated to Dr. Cornelius Loew, Vice President for Academic Affairs at Western (since October 1) and former Dean of the College of Arts and Sciences (1968-77). Dr. Loew was instrumental in conceiving a Linguistics Program while he was Associate Dean of Arts and Sciences (1964-68), and he was instrumental in establishing the Linguistics Department when he took over as Dean (in the Summer of 1968). Throughout his career as a College administrator, Dr. Loew has supported the study of Linguistics, English as a Second Language, and Critical Languages. For example, it was he who spearheaded the development of the Integrated Language Arts Minor, in which we participate. It was he who fought for the Career English Program, in which we are deeply involved. And it was he who supported the arrangements for Ngawang Thondup Narkyid, the author of the lead article in this issue, to become a Visiting Scholar at Western in May 1976. The Department of Linguistics owes Dr. Loew a huge debt of gratitude, and we wish him continuing success in his new position as Vice President for Academic Affairs.

## THE LANGUAGE AND LINGUISTICS FORUM

The Department of Linguistics has reestablished the Language and Linguistics Forum, which ceased to operate in 1969 after functioning for four years (1965-69) as a vehicle for the presentation of papers on language-related topics. Instead of the interdepartmental committee of WMU faculty members and administrators which organized the original Forum, the new Forum will be sponsored solely by the Department of Linguistics. The purpose will remain the same, however, and the person in charge will continue to be referred to as the Coordinator.

The Coordinator of the new Forum is Mr. Robert J. Dlouhy, Part-time Instructor of Linguistics and Language Consultant for the Career English Program. Mr. Dlouhy has a B.A. in Industrial Psychology from Michigan State University (1968), Peace Corps Volunteer experience in East Africa (Kenya), and an M.A. in teaching Linguistics in the Community College from WMU (1974). He has taught in the Department of Linguistics since Winter 1975 and in the Career English Program since Fall 1975. The program that he has organized for Fall 1977 is as follows (rooms to be announced):

Wednesday, October 26

Dr. Ernest L. Stech, Associate Professor of Communication Arts and Sciences and Director of the Center for Communication Research: "A Syntactical Model of Talk Act Relationships in Coherent Discourse."

Thursday, November 17

Dr. Daniel P. Hendriksen, Associate Professor of Linguistics and Director of the Career English Program: "Beneath, Between, and Beyond Words and Sentences: Language in Context with Comics as Point of Departure."

Wednesday, December 7

Dr. E. Thomas Lawson, Professor of Religion and Chairman of the Department of Religion: "The Use of Linguistic Models in the Study of Customary Behavior."

## RE-INFORMANT

Dr. Alan Perlman, Assistant Professor of English at Wayne State University and author of the lead article, "Samuel Greene: First Transformationalist?", in the Fall 1976 issue of The Informant, has informed us that that article has since been published in the journal Historiographia Linguistica. That makes the third Informant article that has been published elsewhere. The first one was by Dr. Daniel P. Hendriksen, Associate Professor of Linguistics at Western: "From Paradigm to Practice in Linguistics," Informant, Winter 1977--earlier published in the Papers of the Annual Meeting of the Michigan Linguistic Society, October 1970. The second article to appear elsewhere was by Robert J. Dlouhy, Part-time Instructor in the Department of Linguistics. His paper, "Linguistic Aspects of Intercultural Adjustment in East Africa," Informant, Winter 1974, was later reprinted in Robert B. Glenn et al, eds., Language and Culture (Marquette: Northern Michigan University Press, 1974). This every-other-year pattern (1972-74-76) of publication of Informant articles should facilitate the call for papers for the 1978 issues. But remember, you saw it here first.

## NAWS HALL, SPRAW TOWER

We remember, we think, when the late Ray Pellett, Dean of Men at Western, used to go up to the cupola on the top of the old Administration Building on the East Campus, in the middle of winter, and photograph the paths that the students had trodden through the snow in order to get from one building to another. The following spring, the late John Goldsworth, Superintendent of Grounds, would use the snapshots for constructing new sidewalks. Those were the good old days.

We wish Ray Pellett were back with us now so that he could take pictures of the soundwaves that are bouncing off the nameplates on the outside walls of Knauss Hall and Sprau Tower. Next spring, Herb Williams, Mr. Goldsworth's successor, could change the signs to read "Naws Hall" and "Spraw Tower," respectively, since that is the way the names of these buildings are being pronounced nowadays. The late Professors Knauss [kənáus] and Sprau [spráu] must be turning over in their graves.

It is not hard to figure out why our community of scholars is having so much trouble pronouncing the names of these Germanic forebears. The fault lies in our English spelling, not in ourselves. The letters au usually spell the sound [ɔ], as in caught and haul, while the sound [au] is usually spelled ow, as in Brown and tower. The name of Clayton Maus, former Dean of Records, was correctly pronounced [mɔs] by almost everybody. (It remains to be seen what will happen when the University builds a Maus Hall.)

The loss of the [k] in Knauss is another matter. The letter is still there, but the sound isn't. All initial [k]'s were deleted before [n]'s centuries ago in the pronunciation of English words: e.g. knight, knowledge. Knauss is not an English word, so you might expect the k to be pronounced, as it is in (Evel) Knivel [kənívəl]. But it seems to be going the way of Knute (Rockne), which started out as [kənúť] but is now simply "Newt."

What has happened is that the University community has "anglicized" the pronunciations of the names of two of its most faithful servants. James O. Knauss was a Professor of History at Western for 30 years (1926-1956), Head of the Department of History for 11 years (1945-1956), and author of several books, including the official history of WMU, The First Fifty Years. George Sprau was Professor of English here for 37 years (1909-1946), Head of the Department of English for 29 years (1917-1946), and author of the highly successful book, The Meaning of Literature.

Some of the members of the families of these two men still live in the Kalamazoo area. How distressing it must be to them to hear their own names mispronounced by the University that their famous relatives helped build. (It is conceivable that their children could someday study in buildings still referred to as "Naws Hall" and "Spraw Tower.") They must feel that because the pronunciation has been forgotten, the men are forgotten; and they must wonder why the University has allowed these things to happen.

Let's not let this situation continue. Let's put the [au]'s back in Knauss (rhymes with the house) and Sprau (rhymes with how). If someone comes up to you and asks, "Where's Naws Hall?" or "Which one is Spraw Tower?", answer: "That's pronounced [kənáus]/[spráu]." Maybe if we all cooperate we won't need to change the signs. Kikero once wrote, "Who says languages have to change?" That goes double for the pronunciations and spellings of proper names.

## NAME THAT TOME

On May 28, 1976 the Department of Linguistics at UCLA unanimously adopted--and submitted to the Linguistic Society of America for their adoption--a statement that began with the sentence, "It is high time we linguists stopped using the word informant," and ended with the sentence, "We urge other linguists to make similar changes in their own use of this debased word."

In between the blankets of this indictment were three paragraphs of argument for exorcising the "debased" word from linguistic usage. The most telling of these arguments was that "the FBI, CIA, and IRS, presumably in need of a euphemism, have taken to calling their informers 'informants'" (according to Newsweek, March 8, 1976: "What Price Informants?"). The UCLANS think it is "foolish to fight a losing prescriptivist battle to hold onto a distinction [i.e. between informer 'a rat', and informant, 'a good guy'] which is now all but lost." They have replaced informant with language consultant at UCLA, a move which has the endorsement of Paul Chapin, Program Director for Linguistics of the National Science Foundation. (See his remarks in the LSA Bulletin for March 1977, p. 14.)

Now, the Linguistics Department at Western Michigan University is not about to take on the National Science Foundation--to say nothing about the FBI, the CIA, the IRS, and the UCLA--so we have decided to sponsor a "Name That Tome" contest to solicit a new title for our newsletter/working papers. There is no prize (other than "recognition"--and the knowledge that you may be saving some of our "informants" from debasement), and there are no rules. Just send your contribution to

Name That Tome Contest  
Department of Linguistics  
Western Michigan University  
Kalamazoo, Michigan 49008

It might be a good idea not to send in some of the suggestions that have already been made by some of our colleagues. For example:

1. The Generation Gap--suggested by those who haven't yet caught up with Chomsky.
2. EME-ETIC--suggested by those who are still trying to purge themselves of Structuralism.
3. Tough-Movement--suggested by those who find it tough to decide between 1. and 2.
4. HOCUS POCUS--suggested by those linguistic magicians who have strayed from "God's Truth."
5. The Organ of Speech--suggested by those who want us to pull out all the stops.
6. The Vocal Chord--suggested by those for whom Alexander Graham's bell "toals."
7. The Inforpersont--suggested by woperson-libbers, ad-hoc-libbers, and other-libbers.
8. The Biglot--suggested by those who like their houses big, their lots big, etc.
9. The Labeled Bracketing--suggested by those who don't believe that sentences grow on trees.
10. The Infinite String--suggested by those who don't believe that there is any longest sentence, and. . .)

LINGUISTICS DEPARTMENT  
Winter 1978

*GENERAL LINGUISTICS CLASSES*

201 CA	Intro to Study of Lang	4 hrs.	10:00-10:50	MT ThF	Dlouhy	1128 Brown
321 CA	Phonology & Morphology	4 hrs.	10:00-11:50	T Th	Dwarikesh	1129 Brown
420 HA	History of Language	4 hrs.	3:00-4:50	T Th	Dlouhy	1129 Brown
500 LA	Intro to Linguistics	4 hrs.	7:00-8:50	T Th	Palmatier	1128 Brown
511 FA	Meth Tchg Eng Sec Lg/D	4 hrs.	1:00-2:50	T Th	Chang	1129 Brown
552 LA	Sociolinguistics	4 hrs.	7:00-8:50	M W	Dwarikesh	1129 Brown
581 IA	Intro Research in Ling	4 hrs.	4:00-5:50	M W	Hendriksen	1128 Brown
598 AR	Readings in Ling	VAR	(Apprv Appl Req'd)		Staff	410 Sprau

*CRITICAL LANGUAGES CLASSES*

301 AR	Basic Critical Langs	4 hrs.	(C-Card)		Palmatier	410 Sprau
302 AA	Basic Korean (301)	4 hrs.	8:00-8:50	MTW F	Staff	1128 Brown
302 FA	Basic Braz Port (301)	4 hrs.	1:00-1:50	M WThF	Palmatier	1128 Brown
302 BA	Basic Japanese (301)	4 hrs.	9:00-9:50	MTW F	Dwarikesh	1128 Brown
302 DA	Basic Arabic (301)	4 hrs.	11:00-11:50	MTW F	Dwarikesh	1128 Brown
302 GA	Basic Mod Hebrew (301)	4 hrs.	2:00-2:50	M WThF	Palmatier	1128 Brown
302 HA	Basic Chinese (301)	4 hrs.	3:00-3:50	M WThF	Palmatier	1128 Brown
302 IA	Basic Tibetan (301)	4 hrs.	4:00-5:50	T Th	Palmatier	1128 Brown
302 AR	Basic Critical Langs	4 hrs.	(Ling 301 & C-Card)		Palmatier	410 Sprau
501 AR	Inter Critical Langs	4 hrs.	(Ling 302 & C-Card)		Palmatier	410 Sprau
502 AR	Inter Korean	4 hrs.	(Ling 501 & C-Card)		Staff	410 Sprau
502 AS	Inter Braz Portuguese	4 hrs.	(Ling 501 & C-Card)		Palmatier	410 Sprau
502 AT	Inter Japanese	4 hrs.	(Ling 501 & C-Card)		Dwarikesh	410 Sprau
502 AU	Inter Arabic	4 hrs.	(Ling 501 & C-Card)		Dwarikesh	410 Sprau
502 AV	Inter Modern Hebrew	4 hrs.	(Ling 501 & C-Card)		Palmatier	410 Sprau
502 AW	Inter Chinese-Mandar	4 hrs.	(Ling 501 & C-Card)		Palmatier	410 Sprau
502 AX	Inter Critical Langs	4 hrs.	(Ling 501 & C-Card)		Palmatier	410 Sprau

*ENGLISH AS A SECOND LANGUAGE CLASSES*

111 CA	Stand Amer Eng--Inter (Foreign Students)	4 hrs.	10:00-10:50	MT ThF	Chang	4403 Brown
112 DA	Stand Amer Eng--Advan (Foreign Students)	4 hrs.	11:00-11:50	MT ThF	Behdad	1108 Brown



It is the policy of Western Michigan University not to discriminate on the basis of race, sex, age, color, national origin, religion, or handicap in its educational programs, activities, admissions, or employment policies as required by Title IX of the 1972 Education Amendments; Executive Order 11246 as amended; sections 799A and 845 of the Public Health Service Act; Title VII of the Civil Rights Act of 1964; and the Equal Pay Act.